

sacrificing splendidly to hold the school for the church; the church looks on, and when things are successful she says, "we own it;" when reverses occur there is practical repudiation.

3. It will inspire confidence and assure triumph. No young man nor young woman wishes to enter a school which is only an experiment. Boys and girls having college courses in view carefully select the institution in which they matriculate. They will not risk the possibility of failure to gain the object of their ambition and toil, nor going thru life handicapped and crippled with half an education. Many of our own sons and daughters have been educated in the schools of other denominations. More may be that might be gathered into Ashland if matters were as they ought to be. The church must be charged with this; not the earnest and efficient trustees nor the able and devoted faculty at our own college. Give Ashland a substantial endowment, and give it now, and other things equal, the present president, dear Brother Miller, who has long stood by the wreck at a most prodigious personal sacrifice, will, assisted by his associate professors, give us in return a school of which any denominational religious body might well feel proud.

EDUCATION. ITS GREAT IMPORTANCE

J. C. CASSEL

The evangelization of the world was the uppermost thought in the mind of the Master after his resurrection, hence we must ever regard that our first and highest mission in this life, but as education in some form is the only vehicle or agency thru which evangelization can be accomplished, it is a paramount importance that we acquire and dispense knowledge.

At the late Ecumenical Conference it was incidentally stated that not one third of the human family has any knowledge of letters whatever, not even in their simplest form; indeed very many languages or dialects have never yet been reduced to letters at all. Oh the vastness of the work committed to our hands, and minds, and hearts.

Education is also the primary medium in civilization. I cannot conceive it to be possible to civilize a people without educating them, in fact education is civilization, and visa versa.

Again, education is probably a greater safeguard to missionary enterprise than gun-powder or gun-boats. It is allowed to penetrate the very bowels of heathen countries, where gun-boats cannot get. It is received where even true religion is rejected. It is allowed to remain where religion is cast out. It drives away superstition and thus makes true religion a possibility. It destroys the mythical, and makes the mystical intelligible, consequently we must have education to obey the Master's great commission.

The need of education in its lower forms is of course admitted by almost every one in our day and country, but many are indif-

ferent to what is called "higher education" because they say it leads to pride, and tends to destroy adherence to well-established and cherished traditions. The latter charge is no doubt true; education of the right kind is real hard on traditions, but that is not the fault of education. People fail to recognize that the lower education is only possible because of the higher. We learn the use of language but somebody before us had to give us the language to use. For instance in my own case, I do not understand the rules of syntax, nor the etymology of words, but by reading I have caught on to the euphony of the English language, and the result is I can express myself in ordinary English as well as some that have studied the science of language; but if there had not been scholars before me to construct the language, I could not have acquired it in the way I did. I have appropriated that for which others labored hard. This is also true in mathematics and music. Many can sing, some by air (as we call it) and many by note, that is, they can read music, but how few can write music; and yet if we did not have music writers, we would not have any to read.

This is but a feeble effort to set forth the importance of education, but the thoughtful reader can gather from it the fact that we *must* have not only education, but "higher education" to be real factors in the evangelization of the world.

In almost every heathen field the language of the people must be reduced to letters, and a rule of language established before it is possible to disseminate gospel truth correctly to the minds and hearts of those that are living in absolute ignorance and superstition.

The Brethren church needs to emphasize the importance of education more than any other, because the correctness of her position, or claims to be apostolic in her observances depends altogether upon the proper regard for the rules of language. We may claim history as authority for our practices, but if language is not governed by any fixed rule history itself is only tradition.

Again the Brethren church needs education more than almost any other because she has less of it. With all due deference to our young brethren who have been studying hard and faithfully, we can scarcely boast of a scholar of the higher class among us to-day. I am glad a few are aspiring in that direction. How much we need them to give us rank among the more advanced bodies of Christians; how much we need them as teachers among us; how much we need them to produce a literature for the church.

Again we greatly need a large number of young men and women with a good command of English, and with power to use it effectually to preach the *word* in response to the many calls that come to us.

As I survey the whole scope of our work I am convinced in my own mind that next to salvation, and consecration, education is our greatest need.

As secretary of the Missionary Board, it

is my peculiar business to keep the needs of the Board before the people. I greatly appreciate the ready responses made; it is a work on our hands that must be done, but let us remember that even our general mission work will come to nought if we do not train men to follow it up as it expands. Let us then make Ashland College day a great day among us. How easily we could raise several thousand dollars by way of cash and pledges for the school if we only meant to do it; recent experience proves this, let history repeat itself.

EDUCATION

J. L. KIMMEL

"Knowledge is power," "Education is wealth."

It is customary among theologians to choose a text upon which to base their discourse. And, while I can not cite you to the chapter and verse where my text is found, I believe it contains sufficient truth on which to base this short treatise. And I am much gratified to think that this is true, for I have a kind of an intuition that all will not agree with me when they read my views on education.

There is apparently, in the minds of many good people, an idea prevailing that education is a non-essential. They deny that it is a potent factor in a man's life. This is very unfortunate; for no more erroneous doctrine has ever been taught. "If ignorance is bliss, then it is folly to be wise." But ignorance is not bliss, for Solomon the greatest philosopher of all antiquity declared that wisdom is the principle thing, therefore get wisdom. And while I apprehend that Solomon referred more to heavenly than to earthly knowledge, yet it was knowledge nevertheless.

And the sacred writer declares that Jesus increased in wisdom, and that when he was but twelve years of age, he astounded the doctors of divinity with his superior knowledge of Holy Writ. The wisdom of Christ was not only heavenly, but earthly, as well. And when the vile and cunning pharisees tried to entrap him in his talk they were simply dumbfounded at his philosophy. And all the sages that ever came in contact with him were amazed at his marvelous knowledge.

A lack of knowledge means a lack of power. An increase of knowledge means an increase of power, whether intellectual or spiritual.

Education is the disciplining of the mind, and the mind that is developed is as far superior to the undeveloped mind, as the strong man is superior to the little boy, simply because the latter's body is not developed.

There is, no doubt, among us still, that doctrine taught in a kind of clandestine way, that men do not need to be educated to preach the gospel. That, if for no other, for this one class of men, ignorance is bliss. What a sad mistake. No class of men are better educated, as a rule, than the ministers of the gospel. If the Brethren church is to reach the more intelligent class, and